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ABSTRACT

This monograph represents a collaborative attempt to contribute to the definition and understanding of career education. The monograph begins with a conceptual view of career education as a collaborative community effort. The concepts themselves have been derived from interactions with over 200 persons selected as (1) philosophical leaders in the career education movement and (2) individuals representing a variety of community organizations holding potential for contributing to the career education efforts in selected communities across the nation. The second portion of this document is devoted primarily to the thoughts of twenty-four individuals, each from a particular kind of community organization coupled with selected community career education coordinators. These thoughts are summarized under the following categories: (1) Determining What Needs to Be Done in Career Education Collaborative Efforts; (2) Who Is Responsible for Initiating Collaborative Efforts in Career Education?; (3) Career Education and Economic Education: Should They Join Together?; (4) What Should Be the Composition of a Community Collaborative Council?; (5) What Kinds of Issues Should Be Considered by Community Collaborative Councils?; (6) Should There Be a Separate Council for Vocational Education and Another for Career Education?; (7) How Can a Community Collaborative Career Education Effort be Sustained?; and (8) How Can an Effective Public Relations Effort for Career Education Be Conducted? (The thoughts and ideas included in this monograph were gathered from a series of mini-conferences reported in ERIC documents CE 020 110-111.) (BM)

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MONOGRAPHS ON CAREER EDUCATION

REFINING THE CONCEPT OF COLLABORATION IN CAREER EDUCATION

by
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Office of Career Education
Office of Education

August 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

Career education is an evolving concept. This paper, prepared in August 1978, represents a collaborative attempt to contribute to the definition and understanding of career education. By the time those words are in print, it can be expected that this concept will have been still further refined. There is no need to apologize for this.

If career education is to truly be a community collaborative effort, then it is both necessary and proper that wide segments of the total community participate in formulating its definition and addressing the problems associated with its implementation. The risk in doing so is that the resulting concepts may be so broad and so complicated as to be less than fully acceptable to any of the participating parties. It is time that such a risk be taken.

The contents of this paper will be most appropriately read if thought of as being divided in two major sections. The paper begins with a conceptual view of career education as a collaborative community effort. The concepts themselves have been derived from interactions with over 200 persons carefully chosen as representatives from a combination of: (a) philosophical leaders in the career education movement; (b) a variety of community organizations holding potential for contributing to the career education efforts in selected communities across the nation. The second – and largest – portion of this paper is devoted primarily to thoughts of only 24 individuals, one each from a variety of kinds of community organizations coupled with selected community career education coordinators. Each of these 24 persons had been an active participant in the total conceptual effort described in the first part of the paper.

A total of 19 seminars, involving 10-15 persons each, combined with 15 site visits to selected communities were held during 1977-78 aimed at clarifying the concept of collaboration in career education. At the conclusion of the third seminar in this series, an OCE monograph entitled THE CONCEPT OF COLLABORATION IN CAREER EDUCATION was prepared and printed. This publication is intended as a follow up to that earlier monograph and will be most appropriately read in conjunction with it.

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CAREER EDUCATION: A COMMUNITY EFFORT

A Redefinition and Explanation of Career Education

The basic assumption made in formulating this paper is that career education is a concept that properly belongs to a wide variety of segments of the community. The formal education system is viewed here as being only one of these community segments. Educators reading this monograph will hopefully be both willing and able to see beyond the formal education system itself when considering the concept of career education. Unless this can be done, the concepts presented here will have little meaning. It has been very hard for me to learn to think in this manner. I suspect it will be equally difficult for many of my colleagues in professional education. I apologize for this at the outset. Sometimes, in order to make a concept simple, it is first necessary to present it in a rather lengthy, complex form.

Those searching for a short, one-sentence definition of "career education" will not find it here. Instead, "career education" is defined here in the following way:

CAREER EDUCATION IS

A. A COMMUNITY EFFORT AIMED AT HELPING PERSONS – youth and adults – better prepare themselves for work through acquiring adaptability skills that will enable them to change with change in society in such ways that work – paid and unpaid – will become a more meaningful and more rewarding part of their total lifestyle. The adaptability skills to be imparted through a career education effort include such skills as:

1. basic academic skills of reading, oral and written communication, and mathematics;
2. work habits leading to productivity in the work place;
3. a personally meaningful set of work values that lead the person to want to work;
4. basic understandings of the American economic system that will enable the person to respect that system and function effectively within it;
5. career decisionmaking skills;
6. skills required for self-understanding and understanding of educational/occupational opportunities;
7. job seeking, job getting, and job holding skills;
8. skills required to combat stereotyping as it impinges on full freedom of educational and occupational choice;

9. skills required for the individual to humanize the workplace for himself/herself;
10. Skills required to find meaningful work in productive use of leisure time.

B. THROUGH ENGAGING IN ACTIVITIES SUCH AS–

1. studying career implications of subject matter being taught;
2. observation of employed workers on the job;
3. use of community resource persons in classrooms;
4. work experience whose prime purpose is career exploration;
5. shadowing of adult workers on the job;
6. simulation activities aimed at understanding a given field of work;
7. study of printed material regarding work and the work place;
8. using media to learn about the occupational society;
9. field trips to labor union halls and to business/industry settings;
10. individual and/or group projects designed to help persons develop positive attitudes about work and success in work;
11. contests where rewards are given for work successfully completed;
12. establishment and operation of mini business/industries;
13. volunteer work in the community;
14. use of career role models.

etc.

C. UTILIZING THE RESOURCES OF–

1. the formal education system (all levels);
2. the business labor/industry/professional community;
3. the home and family structure;
4. local government.

D. ACTING INDIVIDUALLY AND WHOSE MEMBERS JOIN TOGETHER IN SUCH COMMUNITY ORGANIZATIONS AS:

1. Chamber of Commerce
2. Business and Professional Women's Club
3. Women's American ORT
4. American Legion
5. American Legion Auxiliary
6. National Urban Coalition
7. Rotary, International
8. Economic Development Council
9. Altrusea, International

10. Kiwanis
11. Seroptomists
12. Association of Downtown Executives
13. American Association of Retired Persons
14. Central Labor Union Council

etc.

E. TO DELIVER CAREER EDUCATION INDIVIDUALLY AND COLLABORATIVELY THROUGH SUCH GROUPS AS:

1. Educational system (all levels)
2. Junior Achievement
3. 4-H Clubs
4. Girl Scouts of the U.S.A.
5. Exploring Division, Boy Scouts of America
6. National Alliance of Business
7. National Council of Churches
8. National Urban League
9. CETA
10. Community Education Centers
11. National Commission on Resources for Youth
12. High School Executive Internships of America

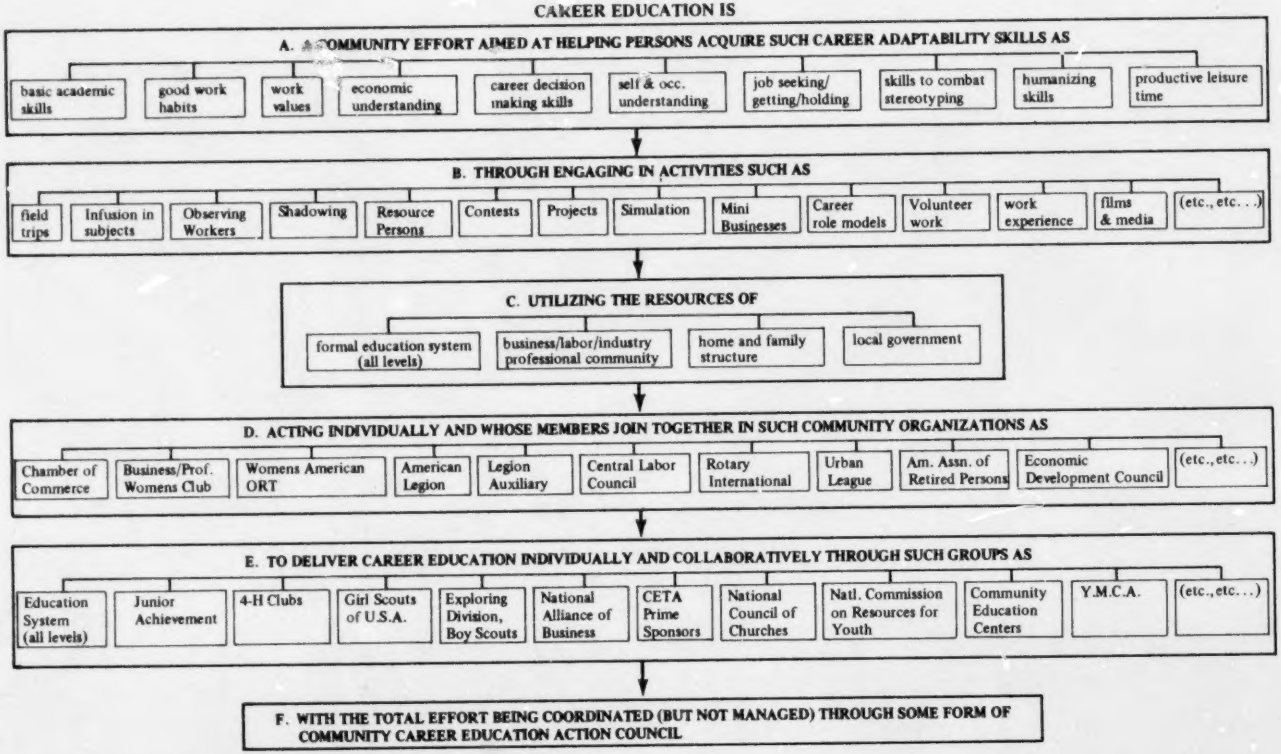
etc.

F. WITH THE TOTAL EFFORT BEING COORDINATED (BUT NOT MANAGED) THROUGH SOME FORM OF COMMUNITY CAREER EDUCATION ACTION COUNCIL

A graphic illustration of this definition is shown on the following page.

In studying the definition given above it is hoped that the key definitions must now be made clear. First, it should be apparent that, according to this definition, any person in the community or any segment of the community providing direct or supportive assistance to individuals with respect to any of the adaptability skills listed under the "A" portion of the definition *is* engaged in "career education." In this sense, they are partial "owners" of career education in their community. No single segment of the community can legitimately say that career education belongs *exclusively* to them. The multiple partial "owners" of career education should share in its conceptual development, programmatic implementation, and accountability for the successes and/or failures of career education in that community. If this definition is accepted, there is no other way.

Second, it should be clear, from study of both the "A" and "B" parts of this definition that career education's prime perceived mission precludes goals


CAREER EDUCATION IS
A. A COMMUNITY EFFORT AIMED AT HELPING PERSONS ACQUIRE SUCH CAREER ADAPTABILITY SKILLS AS
basic academic skills
good work habits
work values
economic understanding
career decision making skills
self & occ. understanding
job seeking/ getting/holding
skills to combat stereotyping
humanizing skills
productive leisure time
B. THROUGH ENGAGING IN ACTIVITIES SUCH AS
field trips
Infusion in subjects
Observing Workers
Shadowing
Resource Persons
Contests
Projects
Simulation
Mini Businesses
Career role models
Volunteer work
work experience
films & media
(etc., etc. . .)
C. UTILIZING THE RESOURCES OF
formal education system (all levels)
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home and family structure
local government
D. ACTING INDIVIDUALLY AND WHOSE MEMBERS JOIN TOGETHER IN SUCH COMMUNITY ORGANIZATIONS AS
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Business/Prof. Womens Club
Womens American ORT
American Legion
Legion Auxiliary
Central Labor Council
Rotary International
Urban League
Am. Assn. of Retired Persons
Economic Development Council
(etc., etc. . .)
E. TO DELIVER CAREER EDUCATION INDIVIDUALLY AND COLLABORATIVELY THROUGH SUCH GROUPS AS
Education System (all levels)
Junior Achievement
4-H Clubs
Girl Scouts of U.S.A.
Exploring Division, Boy Scouts
National Alliance of Business
CETA Prime Sponsors
National Council of Churches
Natl. Commission on Resources for Youth
Community Education Centers
Y.M.C.A.
(etc., etc. . .)
F. WITH THE TOTAL EFFORT BEING COORDINATED (BUT NOT MANAGED) THROUGH SOME FORM OF COMMUNITY CAREER EDUCATION ACTION COUNCIL

or activities directly concerned with equipping persons with specific entry-level vocational skills. This has been done purposely here in order to avoid confusion in the meaning between the terms "career education" and "vocational education." To eliminate vocational education from the definition of career education in no way means that those involved in career education consider vocational education unimportant or unnecessary. On the contrary, those engaged in career education have recognized, from the outset, that the need for vocational education is becoming increasingly great as the occupational society increases in complexity. At the same time, as vocational education becomes more and more *necessary*, it becomes less and less *sufficient* in meeting needs of today's society related to preparation for work. Career education is designed to meet those parts of the goal of "preparation for work" that extend beyond the acquisition of specific entry-level vocational skills. Thus, while "career education" is an important effort of vocational educators, it does not encompass the prime mission of vocational education – e.g., to provide students with specific entry-level vocational skills.

Third, it is apparent that none of the settings or organizations found in this conceptual picture have career education as their sole reason for being. Instead, each was created and exists today for a much broader set of reasons. Very few, if any, of these organizations could reasonably consider making career education their top priority and, obviously, none of the four basic kinds of community resources listed under "C" above could afford to do so. Whatever strength the career education effort receives must be as a result of the collective efforts of many segments of society who express some interest in or concern for helping to provide persons with the kinds of skills called for by career education.

Fourth, all of the community organizations listed under "D" and "E" above derive their strength from the four basic resources listed under "C." The amount of strength and resources each has available for use by these different kinds of community organizations for career education is directly dependent on the strength of commitment to career education on the part of each of these four different community resources. Further, to whatever extent the career education "strength" of any one of these four basic community resources is given to any one of the community organizations listed under "D" and "E" above, the total career education strength available for use by the remaining community resources is diminished. This means, in effect, that a variety of kinds of community organizations may find themselves competing with these four basic kinds of community resources in their pleas for assistance and involvement. This, perhaps as much as any other single factor, underscores and illustrates the need for some community coordinating body for the entire career education effort. Given proper effort and direction, such a coordinated effort may well lead to a greater career education commitment on the part of

these four basic community resources – thereby increasing the total prospective strength available to serve the wide variety of community organizations listed under "C" and "D" above. The basic key to the potential strength of a community career education effort obviously lies in the relative priority strength assigned it by each of these four basic community resources when contrasted with their other priorities.

Fifth, it is important to note that each of the four basic community resources listed under "C" above are themselves direct suppliers of career education delivery efforts as well as a source of strength for the kinds of community resources listed under "D" and "E." To whatever extent their support of the total community career education effort is limited to their own potential for delivering career education, the concept of collaboration will be replaced by a condition of isolationism – a condition which has characterized the past and brought on a good many of the current problems both youth and adults face in preparing themselves for work today. A general concern for the total amount of help that can be made available to individuals must replace the prior concern for how much credit accrues to any single segment of society for providing that help. For example, a General Motors or an AT&T career education effort should not prevent or discourage General Motors and AT&T from contributing to career education efforts of the Chamber of Commerce or those of Junior Achievement. Similarly, the career education delivery effort of the education system should not be used as an excuse that allows educators to avoid working with the Exploring Division, BSA or with the Nike Club effort of the National Federation of Business and Professional Women's Clubs. The first step in an effective collaborative community career education effort is for each of these four basic resources to decide to share their individual resources with other segments of the community without, in any way, diminishing their own career education delivery efforts.

Sixth, the potentially most effective way in which the four basic skills of community resources listed under "C" can be motivated to increase their emphasis on career education will be through encouragement given this effort through organizations listed under "D" – not by those listed under "E." As noted earlier, the kinds of community organizations found in "D" typically represent persons coming from all four of the basic community resources listed under "C." In a very real sense, they represent, individually and especially collectively, the conscience of the community. If they lend their support to gaining greater community understanding of and involvement in career education, the relative strength of career education in each of these four basic kinds of community resources will surely increase. On the other hand, efforts of organizations listed under "E" to do so are bound to be viewed, at least in part, as self-serving measures by these four kinds of community resources. The ultimate sustaining strength of the community career education effort will be

influenced must b the kinds of community organizations listed under "D." Career education advocates found in the organizations listed under "E" have, by and large, failed to recognize and capitalize on this observation in the past.

Seventh, the potential of community organizations listed under "D" for increasing community support for career education is no greater than their potential for providing active direct assistance to community organizations listed under "E" for the effective delivery of career education. If their efforts to participate in the effective delivery of career education are encouraged and supported by the "D" types of community organizations, chances are that the support given by "D" organizations to an increased commitment to career education on the part of the "C" segments of the community will also be increased. The general principle is one of encouraging the "D" type organizations to assume an active participatory role in career education, not merely a community supportive role. For example, (a) a local Chamber of Commerce could be encouraged to initiate an "adopt a school" program; (b) a local American Legion post could be encouraged to sponsor, as part of their oratorical contests, ones devoted to "Work in America"; or (c) a local Rotary Club could be encouraged to engage in a 1:1 visitation program involving Rotarians representing different occupations and youth expressing interest in learning more about a specific occupation. Such efforts would, in no necessary way, make the "D" type organizations competitors with the "E" type organizations. On the contrary, it would make them, in effect, partners in the effective community delivery of career education – and that, after all, is the goal.

Eighth, in many communities, we find today the "E" types of organizations competing with each other for resources available from the "D" types of organizations – and especially from the four basic kinds of community resources listed under "C" – much more often than we find them working collaboratively in a total community effort to meet the career education needs of persons in the community. A certain amount of this kind of competition appears to be both inevitable and healthy but, if carried to an extreme, it can undermine attempts to implement career education as a truly collaborative community effort. Efficiency and effectiveness of effort are related in career education just as in other kinds of enterprises. To whatever extent the kinds of community organizations listed under "E" devote their efforts to providing persons with the skills listed under "A" using one or more of the approaches listed under "B," then they should work together in gaining the support and involvement of the "C" types of community resources and the "D" types of community organizations. For example, to whatever extent the strength of commitment to career education is increased within the formal education system, part of that strength should be utilized in working collaboratively with other kinds of community organizations listed under "E"

so that the effectiveness of their efforts are also increased. A strong career education effort within a school system should serve, in part, to increase the strength of such organizations as Junior Achievement, 4-H Clubs, Girl Scouts, etc. – not to weaken them through competing with them.

Ninth, the term "career education" is defined, in terms of its basic concerns, by the kinds of skills listed under "A." The prime utility of the term lies in its usefulness in calling community attention to the need for such skills and recognition, on the part of many segments of the community, of their potential and responsibility for helping persons acquire them. As pictured here, "career education" is a conceptual effort to be accomplished through the *programs* of many kinds of community organizations–including the education system. Because a particular community organization devotes a portion of its efforts to the delivery of career education in no way means that the organization should call itself "career education." For example, organizations such as Junior Achievement and the Exploring Division, Boy Scouts of America should retain their own names and separate identities in spite of the fact that both are deeply involved in the effective delivery of "career education." Career education is a *corcept,* not a *program.* This concept is delivered through many kinds of programs. The only basic reason for use of the term "career education" lies in its potential for creating a community-wide collaborative effort aimed at providing the kinds of skills listed under "A." If a better term comes along that accomplishes this same purpose in a more effective way, it would be no great loss.

Tenth, the "magic" of career education for the education system lies in its potential for restructuring the education system in ways that will: (a) better meet the kinds of needs inferred by the skills listed under "A"; and (b) make the education system a more integral part of and more responsive to the total community. It is a vehicle for use in increasing the efficiency and effectiveness with which the education system provides the kinds of skills listed under "A" without large increases in the education budget. It is a vehicle for returning to the broader community some of the responsibility for meeting a broad set of student needs that the community had asked the education system to provide. The education system simply cannot meet the career education needs of students without broad community support and involvement. It is precisely because the education system has failed in meeting such needs that has led to creation of many of the other kinds of community organizations listed under "E." Such organizations can themselves increase their effectiveness and efficiency if they will find ways of working collaboratively with the education system. It is not up to the education system to decide whether or not community efforts will be devoted to providing persons with the kinds of skills called for by career education. The community has already decided, through the support being given to other kinds of community organizations listed under

"E," that these needs must be met. Instead, the education system must decide the extent to which it wishes to join with such community organizations in a joint effort to provide the kinds of skills called for by career education. The career education concept was invented by such community organizations, not by the education system. The education system has much to gain from participating in this effort.

Eleventh, and closely related to the tenth, it must be recognized that the community organizations listed under "D" and "E," as well as the four basic kinds of community resources listed under "C," have interests in the education system that extend far beyond career education. If career education can serve as a vehicle for drawing the education system closer to the broader community, the long-run benefits to youth – and to the community at large – will be extended far beyond the borders of career education concerns. Career education is best thought of as representing only one of many possible vehicles for use in gaining more effective education/community interaction. Recognition of this fact, in itself, makes the community collaborative career education effort well worth trying.

The Need for Coordination in a Community Collaborative Career Education Effort

The preceding discussion has ignored the need for coordination described in the "F" part of the definition of career education. Because this is obviously both the most needed and most difficult part to conceptualize, this entire section has been separated from the preceding discussion. If the "bottom line" in career education can be said to be represented by the extent to which persons in a given community are, in fact, equipped with the kinds of skills described in the "A" part of the definition, then the "next-to-the-bottom-line" must surely be found in the ways in which and the extent to which the entire effort is coordinated. Perhaps the clearest way to present both the problem and its possible solutions will be to think in terms of stages of development of community collaborative career education efforts. In using this approach, no pretense is made that these are the stages which, in fact, will be followed in each community. On the contrary, it is assumed that the various stages of development that emerge in one community will probably appear to be quite different from those found in another community. The stages to be described here are simply intended to clarify both the nature of the problems and the need for a coordinated effort.

In what could be thought of as Stage I, we might expect to find each of the community organizations included in Type "E" of the definition trying to interact independently with various segments of the four major kinds of

community resources found under "C" in the definition. Each would be interacting, one at a time, with each school in the education system (or, even, with individual teachers within a given school), with each business/industry organization, with each element of organized labor, and with various parts of local government seeking assistance in implementing their own particular "brand" of career education. In this beginning stage, few, if any, of the "E" organizations would be working with any of the "D" organizations. The potential of the "D" organizations for making positive contributions to implementation of career education would, for the most part, be ignored. In effect, each of the "E" organizations would be attempting to organize and operate their own "community collaborative career education effort" without involving any other "E" organization in the process. If this description sounds chaotic and unworkable, it may be appropriate to recognize that, in many communities, that is very close to the situation that exists today.

Some improvement may be expected in a possible Stage II that would emphasize, for each of the four basic kinds of community resources included under "C" in the definition, the need for *internal* collaboration of their career education efforts. For example, a K-12 school system, through internal collaborative efforts, could establish a scope and sequence pattern for career education activities based on the career development process, arrange for one key contact person per building to interact with other segments of the community, and enter into arrangements with postsecondary educational institutions to attain better articulation of K-12 career education efforts with those at the postsecondary level. Similarly, the business/labor/industry/professional community could undertake an internal collaborative effort similar to that seen in the IPAR operation in Portland, Oregon whereby only one collection of places to visit and resource persons to be contacted are housed. If, in addition, that segment of the community reaches agreement regarding the kinds of presentations to be made to youth and the kinds of experiences they would be provided, some form of internal collaboration would be obtained. Given such a condition, when any of the "E" organizations approached any part of the business/labor/industry/professional community, they would be referred to a central clearinghouse established by that community charged with responsibility for working with them. If *internal* collaboration could be attained within each of the four basic kinds of community resources listed in "C," a positive step toward total community collaboration would have been taken.

Stage III would find each of the community organizations listed under "E" making contact, individually, with each of the community organizations listed under "D." The "D" organizations, since their membership comes primarily from persons in all four categories of "C," could respond to each "E" organization through taking advantage of the internal collaborative efforts

attained under Stage II. On the other hand, if Stage II were not yet complete, any given "D" organization might well experience great difficulty knowing how to respond to multiple requests received from various kinds of "E" organizations. Even if the internal collaboration described in Stage II were completed, the "D" organizations would still be expected to experience some difficulty in dealing with separate requests from all, or some, of the "E" organizations.

As a result, a Stage IV could be envisioned in which the various "D" organizations would meet together and decide how best to contribute to the total career education effort. For example, if several are being asked to help increase general community understanding of career education through the use of media, it would be obviously helpful if they agreed on the same basic "message" to be delivered – and, hopefully, on which organization will work with a given part of the total community in getting that message across. Similarly, they might agree, for example, that one "D" organization, in a given community, could best serve "E" organizations through providing career role models for youth; another through providing career awareness experiences to elementary school age youth while still another might take the lead in an "adopt a school" approach to career education. In so doing, each "D" organization would become aware and supportive of some of the direct career education delivery efforts being made by other "D" organizations as well as ways in which each could best serve the wide variety of kinds of "E" organizations.

In Stage V, a further significant and positive step could be taken through finding ways of helping and encouraging various kinds of "E" organizations to work together in the total interests of those they serve. In this stage, they would share with each other the kinds of contacts each has already established with the four basic kinds of community resources listed under "C" and with each of the "D" organizations. More than this, they would find it advantageous to those they seek to serve to encourage both their "C" and their "D" resources to enter into collaborative arrangements with other "E" organizations. Finally, they would become keenly aware of those portions of the community that are, as yet, unserved by any "E" organization as well as the extent to which overlap is now present among those each currently serves. In doing so, they would recognize overlap as a good thing and seek to use it to maximize the benefits gained by each person they serve. As a result, the "E" organizations could themselves form an unofficial coalition that would let them interact, when necessary, as a body, with similar coalitions from the "D" organizations and/or with coalitions coming from any one or any combination of the four basic kinds of community resources found in the "C" portion of the definition.

Finally, in Stage VI, a COMMUNITY COORDINATING CAREER EDUCATION COUNCIL would be formed with representatives from each major element found in each of the four basic kinds of community resources in "C," representatives from each of the "D" organizations in the community, and representatives from each of the "E" organizations in that community. In addition, it would include representatives from those to be served by a total community career education effort. Its size would vary, depending on the community, from as few as 15-20 persons to, perhaps, 100 persons or more. Its specific charge would be to encourage and promote the most efficient and effective delivery of career education skills possible to persons – both youth and adults – in that community. The Council, as a whole, would meet only infrequently primarily for purposes of keeping and gaining a broad perspective of what is taking place – and what more needs to be done – in career education. Actual operations would be carried out, typically, through a series of ad hoc task forces or committees that could be formed, and disbanded, as needed. For this council to function effectively, it would have to have an executive director and a small support staff. Those expenses should be paid through some kind of collaborative arrangement involving contributions from, ideally, each community segment represented on the council.

Once established and in operation, the model envisioned here as Stage VI could be used for other kinds of needed community collaborative efforts. Some of these may have to do with other kinds of needed change in the education system whereas others may be concerned with various kinds of community problems not directly related to the education system. It would be a tragedy if, in a given community, such an effort were undertaken with the long-term result being that it was used only for a community career education effort. On the other hand, it is, in my opinion, very appropriate to start with something as small as career education in order to both build the model and to do so having some assurance that it would work.

In thinking about this kind of model as applied to any given community, it is vitally important to keep in mind that, while the four basic kinds of community resources found in "C" will remain constant, there will be great variation, from community to community – and from one period of time to another within any given community – with respect to the specific "D" organizations and "E" organizations to include. The examples of such organizations that have been used here *must* be viewed only as *examples*.

This, then, represents my current best thinking regarding what career education means as a community concept and how that concept might be most effectively implemented in a given community. We turn now to more practical thoughts of a select group of persons now participating in various community collaborative career education efforts.

PROBLEMS PRACTITIONERS FACE IN MAKING COLLABORATION WORK

During the period August 8-10, 1978, 24 persons from among over 200 persons involved in OCE's 1977-78 effort to refine the meaning of collaboration in career education were invited to meet together for purposes of sharing the impressions each had gained during the year. Of these 24 persons, 10 were persons from either Type "C" or Type "D" community organizations as defined earlier in this paper. The remaining 14 were practicing coordinators of community career education efforts. Of these 14, eight were employed by public school systems and six by some form of community education/work council. Their thoughts on the major issues in collaboration they selected for discussion are summarized here.

Determining What Needs to be Done in Career Education Collaborative Efforts

Participants devoted a considerable amount of their time discussing the issue of whether or not a community "needs survey" should be undertaken as a first step in starting a community collaborative career education effort. They were widely divided in their opinions here. Some felt that this is the only legitimate way in which a truly collaborative effort could be successful. Others argued that such a formal "needs assessment" was unnecessary.

Those arguing in favor of conducting a community "needs assessment" as a beginning step emphasized the point that, unless this is done, "career education" becomes, in many communities, simply a problem that the education system defines and then brings to the community for help in solving. If this approach is taken, they contended, a true community collaborative effort will never result. Instead, all that will happen is that some segments of the community will agree to help the education system solve "its" problems related to career education. Further, some contended that one of the primary operational problems facing the collaborative effort in career education will be that of convincing those community segments now engaged in some form of career education to each give up some of their current power in the interest of working together. How could this be done, they asked, unless a survey were undertaken to identify those elements that now exist and the sources of power in the community each possesses?

Those arguing against starting with a community "needs assessment" felt that the *need* for career education is already well-known and well-accepted by most of the community. If this is so, they contended, then the best way to begin a community collaborative effort is to take one of the more obvious

needs and immediately begin to draw various community forces together in an attempt to meet it. Several pointed out that the kinds of adaptability skills being championed by career education are exactly those that the business/industry community has been calling for. Further, they felt that these adaptability skills are increasingly recognized as important by both parents and students. Why spend time making a survey to determine whether or not there is a need for persons to possess such skills as the 3Rs, good work habits, or job seeking/getting/holding skills, they asked?

Again, assuming that some kind of "needs assessment" were to be made, participants disagreed with what should be included in it. One group expressed their thoughts primarily in terms of ways in which the total effort would impinge on the education system. That group raised the question regarding whether the "needs assessment" should concern itself with "What's wrong with the public schools?" or "What should be the goals of career education?" That discussion resolved itself when general agreement was found in favor of the latter approach. Participants pointed out that, if the general question of "What's wrong with the schools?" were to be asked, responses would probably be given in terms of directions educators should take – but *not* in terms of responsibilities various members of the community should assume. While recognizing the concerns of the general public regarding education extend far beyond career education, there seemed to be a general feeling among participants that, if a "needs assessment" were to be tried, it would be better to limit it to career education type questions than to open it up to questions regarding all of public education.

Another set of participants – composed mostly of community organization representatives – objected to any needs assessment that was oriented around the question of public education as its base. Instead, they argued for such a "needs assessment" getting at questions such as: (a) what does "education as preparation for work" mean?, (b) how is the term "community" to be defined?; (c) What are the community organizations now in existence here?; (d) How ready are the existing community organizations to form an umbrella group for career education? and (e) What are chances of getting an effort started that will be able to sustain itself on a continuing basis? This set of participants emphasized that the distinctions between "career education" and "vocational education" that seem so important to conceptualizers of career education are, in a very real sense, merely academic questions to most citizens who regard the goal of "education as preparation for work" as including both of these. Further, when one considers a "community" career education effort in large urban settings, the question of "what is the community?" becomes a very practical one indeed. Several participants cautioned against regarding the word "community" as being defined to mean the same thing as "school district."

While participants argued among themselves on these and other points in this discussion, they seemed united in their feeling that career education *is* properly viewed as a *community* effort and not as simply an *educational* effort.

Who Is Responsible For Initiating Collaborative Efforts In Career Education?

There was clear consensus among participants that no single answer could be given to this question that applies to every community. Instead, they provided several kinds of answers, some of which will work better in one community and some in another. Their alternative suggestions are summarized here.

Several participants voiced strong opinions that the initial lead should most appropriately come from educators. They based this assertion on two primary factors. First, the ways in which the need for a community collaborative career education effort are stated often bear direct reference to conditions existing in the education system that require change – e.g., (a) lack of basic academic skills; (b) discipline in the schools; (c) youth vandalism and delinquency; etc. Thus, it is most logical that educational leaders in the community should take the lead in calling for career education as a collaborative effort. Second, they pointed out that, until and unless the education system itself expresses some willingness to change, a community career education effort has little hope for success. For both of these reasons, it was felt that the initial community call for collaboration in career education should come from education officials.

To counter this argument, an example was given in Pinellas County, Florida. In that community, the collaboration effort was begun by Dr. Myrtle Hunt, Coordinator of Career Education for Pinellas County Schools. The effort began with a massive effort to identify, catalogue, and publish two large directories of resources available to educators for career education from the business/labor/industry/professional community. Unfortunately, when those directories were distributed to educators, they were not used extensively by teachers and, as a result, the business/labor/industry/professional community lost interest in the effort. The collaborative effort became effective only when pressure was exerted on the local community – and especially on the local education system – by a State level consortium of the Florida Council of 100 (leading business organizations in Florida) and the Florida Council on Economic Education who joined forces to create the Educational Programs In Careers (EPIC) effort. That effort has now successfully impacted on seven Florida communities in getting community collaborative career education efforts underway. The "magic" of this approach was that it resulted in gaining commitments from local leadership persons in education as well as in the

business/industry community. With the top educational leadership committed, teacher resistance to career education declined.

Several other participants – particularly those representing various kinds of community youth groups – agreed that the most proper place to begin a collaborative effort is through seeking the support and participation of the most powerful persons in the community – the real thought leaders and community influencers. They pointed out that this was exactly what most youth groups, such as 4-H, Girl Scouts of the USA, etc. have done. The point they emphasized was that, if these influential community leaders already involved in lending support to their individual efforts were pooled, this would be a very effective way of initiating a comprehensive community-wide career education effort.

Another sub-group of participants argued that the best starting point is to identify and use the "doers," not the "leaders," in the community. Those taking this approach pointed out that, in many cases, the community "leaders" are in such powerful positions and so busy they simply don't have time to get involved in career education. On the other hand, they sensed that, both within and outside the formal education system, one or more "doers" could be identified whose personal energies and commitments to career education can be joined in getting a community collaborative effort started. While not disagreeing with the importance of using "doers," other participants pointed out that their ability to "do" is, in most communities, influenced by the willingness of the "leaders" to allow them to act in this manner. This group made an important point when they emphasized the necessity of getting community "leaders" to *cooperate* as a first step toward getting community "doers" to *collaborate.* Cooperation, they felt, is a prerequisite to collaboration.

If, in a given community, one looks only to the most obvious community "leaders" to initiate career education efforts, what happens to the voices of women and minority persons who, in community after community, are still systematically excluded from this group? Some participants felt it critically important that representatives from these important community elements be involved from the very beginning in initiating community career education efforts. They argued that, if this isn't done, it will be much more difficult to get their active support of and participation on whatever kind of Community Career Education Action Council that is eventually established. Others argued that it is both unnecessary and inappropriate to seek a "mirror of the community" approach when the goal is simply to *initiate* a collaborative effort. As a matter of fact, some felt this would be an inefficient and unproductive approach to follow. In saying this, one participant pointed out that, in his community, the effort to *initiate* career education collaborative was *male*

dominated but the effort to continue it as a *sustaining* effort has been *female* dominated. Others considered that to be a sexist observation.

There was a high degree of agreement among participants that there exists no single community organization (e.g., Chamber of Commerce, Rotary, Boy Scouts of America, etc.) that could appropriately be named as the most logical "candidate" to begin a community career education effort. The basic reason this is so lies in the very high degree of autonomy most national organizations assign to their local counterparts. Almost without exception, a local counterpart could either (a) devote considerable energies to providing community leadership for career education; or (b) completely ignore career education without getting into any kinds of trouble with the National organization. A second reason for this point of view lies in the fact that the extent to which community leadership can start with one kind of organization, as opposed to another, depends largely on the *people currently serving* as leaders in that organization. The point participants were making here is that, at Point "A" in time, it might be most appropriate for Organization "I" to take the initiative while, at Point "B" in time, it might be more appropriate for Organization "II" to do so.

Some suggested that it would be very appropriate to begin a community career education effort by simply calling an initial meeting of persons representing each of the "E" organizations as identified in the conceptual statement presented earlier. Unless such organizations express some interest in undertaking a collaborative effort, there is little point in beginning. If they do, then it was felt discussions should be held with the "D" organizations. Following such discussions, it should be clear whether or not a true *collaborative* effort is worth the time and trouble it would take. It was pointed out that it would be much less time consuming and disruptive to simply encourage greater *cooperation* and not worry about collaboration per se. There seems little doubt but that cooperation precedes collaboration.

Whether or not initial efforts are made by persons from the education system, participants were in high agreement that an essential prerequisite to a community collaborative effort must be an internal commitment to career education on the part of the education system. It was pointed out that, among the examples of "E" organizations given earlier, all have a greater basic organizational commitment to career education than does the American Education system as a whole. They considered this to be a major problem and they reasoned in the following fashion:

1. The general community, many years ago, assigned responsibility for career education to the formal education system.

2. When the education system failed to accept this responsibility, many kinds of "E" organizations sprung up as National efforts having local counterparts in communities across the Nation.
3. The efforts of the various kinds of "E" organizations will be enhanced if the formal education system now changes in ways that indicate its willingness, readiness, and ability to accept partial responsibility for career education.
4. If the education system will accept responsibility for those parts of the career education effort it can effectively deliver, there will be much greater likelihood of success in encouraging the "D" organizations to take back some of the responsibility for this effort that, in earlier years, they had assigned to the education system.
5. Even if the education system does now elect to change as to take some responsibility for delivery of career education, the other "E" organizations will still be needed to deliver aspects of career education that the education system cannot deliver by itself.
6. A positive change toward career education on the part of the education system will help all other "E" organizations in two ways: (a) by making it easier for them to work with the education system; and (b) by increasing the readiness of "D" organizations to work more effectively with all kinds of "E" organizations.

In short, they felt strongly that the education system must "get its own house in order" prior to initiating any broad community career education effort. This process was seen as involving: (a) a willingness to accept responsibility for those aspects of career education the education system can deliver; and (b) a willingness to work positively with both "D" and other "E" community organizations in returning to them some of the career education responsibilities the education system cannot deliver. One participant used the phrase "resurrection of responsibility" in describing this process of returning to the community some of the responsibilities it originally had but, in recent years, has incorrectly turned over to the education system to handle by itself.

Career Education and Economic Education: Should They Join Together?

Participants found themselves sharply divided on this question. The primary source of opposition to calling the total effort "Career and Economic Education" was voiced by those who felt that, if this is done, it would be unacceptable to those persons from organized labor who regard "economic education" as meaning "putting Milton Friedman in the classroom." The point being made was that prior efforts under the banner of "economic education" have been launched primarily by large business/industrial organizations and

appear to place a heavy emphasis on the importance of the profit motive in the American system of private enterprise. There is no doubt but that, in the past, this has, to some extent, taken place.

A second argument against combining "economic education" with "career education" was stated by those participants who observed that, in school systems having a current emphasis on economic education, responsibility for imparting economic education concepts to students has been assigned primarily to teachers of social studies, business education, and home economics. The campaigns to put economic education in the education system have typically not used an infusion approach that placed some responsibility on all members of the teaching faculty.

Those favoring combining "economic education" and "career education" into a single community collaborative effort had several arguments on their side. First, they pointed out that, if "economic education" means teaching about the "private enterprise system," then surely it must be recognized that organized labor is a part of the American system of private enterprise and a discussion of organized labor must be included in any such teaching effort. One participant pointed out that, to many business persons, the term "private enterprise system" is synonomous with the term "free enterprise system" while, to members of organized labor, it means more nearly "the democratic process of change." Another person pointed out that, with the current proliferation of both Government and industry regulations that now exist in America, it is a misnomer for anyone to use the term "free enterprise system." There was general consensus among participants that, if these two terms – "economic education" and "career education" – were to be combined into a single effort, it would first be necessary for the local board of education to define "economic education" in ways that include teaching about organized labor as well as about the business/industry structure in our Nation.

A second argument for combining the two in a single effort was stated by participants who recognized that an essential part of preparing youth for work lies in giving them a basic understanding of how the American system of private enterprise operates – and that this is best accomplished through including an emphasis on economic education in the total effort.

A third argument used by those favoring this merger was stated as being that the "infusion" approach of career education – which begins in the early elementary grades and continues in all subjects throughout the curriculum - is a more viable way of teaching economic education than is the separate course or unit approach using only social studies, business education, and home economics at the secondary school level. These participants felt that this, in itself, justified merger of these two efforts.

Finally, a fourth argument advanced by those advocating combining the two was that: (a) in many of the "E" organizations (with the exception of the education system) they already have been combined into a single effort; and (b) the chances of having "D" organizations become supportive of and involved in the effort will be enhanced if "economic education" and "career education" are combined into a single effort called "CAREER AND ECONOMIC EDUCATION."

When this portion of the seminar concluded, participants had reached no clear consensus on this issue. Some still felt these should be separate efforts and others felt they should be combined into a single effort. My personal preferences are much more inclined toward the latter than toward the former view.

What Should Be The Composition Of A Community Collaborative Council?

All participants in this seminar were persons experienced in organizing, operating, and/or participating in some kind of community collaborative effort in career education (or in "career and economic education"). In spite of the great diversity in their operational procedures, they arrived at a number of consensus points in their discussion. Each of these points requires emphasis.

1. The Council should consist of a majority of non-school community persons with educators representing no more than one-third of Council members.
2. It is important to avoid the natural danger of having business/industry being over-represented on the Council while organized labor is underrepresented. Neither voice should be so strong it drowns out the other.
3. It is important that all "D" and "E" community organizations be given an opportunity to have representation on the Council. Whether or not any should actually be members should be dependent on whether or not that representative is interested in and committed to career education. No community organization should be represented simply because it exists.
4. While efforts should be made to take into account occupational and geographic factors as well as the need to have women and minority persons represented on the Council, it is inadvisable to attempt to make the Council itself a "mirror of the community." It is better to give priority to having "power" people and "doer" people on the Council than to seek full community representation.

5. The Council should be composed of a large number of persons but should not be structured to operate, except for review and perspective purposes, in this way. It is preferable to operate with a much smaller Executive Council composed primarily of "power" persons coupled with a large number of ad hoc subcommittees composed primarily of "doer" persons. These ad hoc committees should be organized in such a way that they can be quickly formed and quickly eliminated.
6. Students should be represented on the Council on an ad hoc basis for projects in which they have interest. They are typically not interested in full Council discussions. It is a good idea to select student leaders from youth groups operating both on an in-school and out-of-school basis.
7. The geographic area to be covered should be determined by those served by the "D" and "E" organizations. It should not necessarily be limited to that included in a single school district.
8. It is important to have both the Superintendent of Schools and a school board member from the school district(s) covered as Council members. Many of the Council's actions will call for response from the education system. Without top leadership from the education system represented on the Council, the chances of getting such responses in an appropriate manner will be diminished.
9. The Council organization should be structured in ways that make it possible for non-members to serve, as needed, on ad hoc subcommittees of the Council.
10. It is important, in forming a Council, to engage in outreach efforts to members of minority groups who might otherwise not volunteer for membership on the Council or participation, on an ad hoc basis, in Council activities. Every effort should be made to assure the Council will not be dominated by white males. The voices of both women and minority persons must be heard.
11. The Council should be structured as a nonprofit organization in ways that make it clear "ownership" belongs to the entire community. It would be disastrous to ignore this problem initially and find, after the Council is formed, that various community organizations are arguing among themselves about who "owns" it.

In addition to these several general principles, participants spent some time discussing problems associated with acquainting Council members with the nature and mission of career education. Several communities now have established procedures for orienting and educating new Council members with respect to career education. Where these kinds of actions are undertaken, it is typically being carried out as a recognized task of a subcommittee of the Council with contacts being made with new Council members on a 1:1 basis.

In addition, several of the existing Councils have subcommittes and/or task forces committed to the task of making contacts with various kinds of community groups who potentially should be considered for representation on the Council. These task forces are charged with getting on the programs of such organizations and informing them both about career education and about the Council itself. Participants were in strong agreement that, while it will often be necessary to form a Council based on expression of interest from only a relatively few community groups, the Council itself should be a dynamic and changing group with some new organizations being added and others dropped from year to year. The danger of forming, in effect, an "old boys club" that seeks to operate as a restrictive and rigid organization must be avoided.

What Kinds Of Issues Should Be Considered By Community Collaborative Councils?

This issue was not discussed in a comprehensive fashion by participants. However, several examples of the kinds of issues current Councils find themselves considering were given. With the clear understanding that these issues are intended to be *illustrative* only, they will be briefly enumerated here.

First, the Council can, and should, spend time discussing the issue of possible duplication of services among various participating groups and organizations. As an example of such an issue, one participant cited an instance where a local hospital agreed to use students from a local high school as volunteers for purposes of engaging in career exploration in the hospital setting. They were immediately confronted by the local unit of the Red Cross who insisted that all these students should undergo Red Cross training for "candy stripers." The Council was able to resolve this issue.

Second, participants agreed that the Council will likely find itself engaged in several issues related to articulation. Such problems include those of articulation from one level of education to another. For example, one Council was able to work out arrangements whereby students who had completed four units of typing at the secondary school level were given academic credit for this by the local community college. Articulation problems also arise in connection with placing youth in career awareness/career exploration experiences. Some way must be found to handle the requests of all "E" organizations for this kind of help without overburdening any particular portion of the occupational community. As a third example of a possible kind of articulation issue, participants pointed to the need to articulate the ways in which and the extent to which various kinds of "E" organizations operating in the broader community are trying to perform some of their activities within the education system and/or make contacts with students in that system. These problems were considered appropriate ones for Council discussion.

Third, participants saw as an issue for Council action the question of providing training/orientation sessions in career education for all constituencies. Deciding on the proper roles and functions of each is a first step here. Once a systematic plan has been developed for a truly coordinated and collaborative effort, then the Council must be concerned with ways in which each segment of the community is prepared to carry out its responsibilities and to do so in ways that are consistent with the concept of career education adopted and endorsed by the Council. This is obviously going to involve some training. Decisions regarding the kinds of training required and how it is to be carried out are legitimate issue questions for Council consideration.

Fourth, the Council will concern itself with many issues related to how best to implement career education in the total community. These will include issues related to coordination of existing resources as well as those concerned with discovering and enlisting support from segments of the community whose help is needed but currently unavailable for use in the total community effort.

Fifth, the Council will, at times, have to deal with issues regarding possible or perceived conflicts in authority and responsibility among various community organizations participating in the effort. While the Council can operate only from a "power of persuasion" – not a "power of position" – stance, it can, and should, have considerable influence in helping various community organizations resolve such difficulties. A good deal of Council time can be expected to be engaged in the fine art of compromise. Compromise is an essential element in the collaborative process.

Sixth, the Council will, almost automatically, find itself addressing issues concerned evaluating the effectiveness of the total community effort. Such deliberations seem to work best if they concentrate relatively more on recognizing significant accomplishments of various community segments than if they concern themselves with assigning blame for failures on the part of one or more segments. The general tenor of evaluative efforts of the Council should be aimed relatively more on seeking added improvements than on commenting on deficiencies.

Should There Be A Separate Council For Vocational Education And Another For Career Education?

There was unanimous agreement among participants that vocational education should be represented on every Community Career Education Council that exists. Not one participant expressed the slightest reservation about that point. However, participants found themselves in wide disagreement on the general question of whether there should be separate Councils for vocational education and for career education or whether they should be combined into a single Council.

Those arguing for making a single Community Council For Vocational and Career Education had several arguments in their favor. First, they pointed out that local Community Advisory Councils On Vocational Education must exist in every community by law. Thus, if the Councils aren't combined, there is bound to be some competition. Further, they argued, the local Council on Vocational Education typically has available some funds made available to it from the State level. By using such funds, it may be possible for a Community Career Education Council effort to be started as part of the existing vocational education advisory council structure. Third, they argued that, to most community persons, their concern is neither "vocational education" nor "career education" but rather "preparation for work." Since both vocational education and career education are part of the general goal of preparing persons for work, it seems logical to combine them in a single Community Council. Finally, they argued that specific career education concerns can be taken care of through a sub-committee structure within the operations of a larger combined Council and need not be lost simply because the two Councils are combined into a single operation.

Those arguing *against* combining vocational education and career education into a single Community Council On Vocational and Career Education had several points to make. First, they pointed out that, among many community members, great confusion still exists concerning the basic differences between "vocational education" and "career education." They felt that, to combine into a single Council would be to re-enforce the mistaken notion that they are really one and the same. Second, they argued that, in most communities, vocational education is already very well established whereas career education is just barely beginning. As a result, they were fearful that a combined Council would give its top priority to vocational education concerns and a much lower priority to career education concerns. Third, they argued that since the necessity for representation from academic teachers as well as from vocational educators is essential to a Career Education Council, there would be a hesitation on the part of many academic teachers to join the effort if it were combined into a single Council. Fourth, they pointed out that it might be difficult to find colleges and universities in the local community willing to participate as Council members if this single combination Council were to be established. Fifth, they emphasized that many of the out-of-school youth groups with whom career education efforts seek to be joined do not themselves include a vocational education emphasis. Rather, their primary emphasis is much more directly related to career education than to vocational education. Finally, these participants argued that it would be far better to have a Council On Career and Economic Education than a Council On Vocational and Career Education – and that it would simply be too cumbersome to attempt to form a Council On Vocational, Career, and Economic Education.

Two participants sought to resolve this argument by suggesting that, in any given community, a "super coordinating council" be established with two

operating Councils – one on Career and Economic Education and a second on Vocational Education.

The majority of these participants agreed with those who argued in favor of keeping the Community Coordinating Council On Career Education and Economic Education separate from the Community Advisory Council On Vocational Education. Based on all the arguments presented, my personal feelings are in agreement with the majority on this issue. At the same time, it seems clear to me based on the many communities I have visited, that it will sometimes be preferable to combine them into one. I find myself unable to resolve this issue in a clear and decisive fashion for myself. There are still too many unknowns.

How Can A Community Collaborative Career Education Effort Be Sustained?

When this issue was raised, a reaction voiced by almost all of the current Community Coordinators of Career Education present – i.e., those now employed in full-time staff positions in career education – was that their community career education efforts have now advanced to a stage where they would keep going whether or not they, as individuals, were to continue in their present positions. When questioned, some clarified this statement by saying that the *position* they occupy must continue but that it could be filled by another person. Others were insistant that, even if their position were eliminated, the community career education efforts they had initiated would continue.

Participants were strongly in agreement that some full-time position carrying a title such as "Community Coordinator Of Career Education" must be created and filled if a successful collaborative effort is to be launched. The various community segments do not automatically come together, work together, or stay together unless some person occupying a professional leadership role devotes her/his energies to making this happen. Further, most were in agreement that the person occupying this initial role should be employed by the education system and operate, at least initially, as a staff member in that system. Having agreed on these two preliminary points, participants proceeded to reach a number of general points of agreement with respect to sustaining the effort.

First, they agreed that, once started, it is reasonable to expect that many of the usual operating costs – paper, meeting rooms, luncheons, etc. – would and could – be provided by the various community organizations on some kind of

shared or rotating basis. They did not see this as a sizeable budgeting item affecting the continuing nature of the effort.

Second, they agreed that, if the effort is to be a sustaining one, it will be necessary for the education system to relinquish professional leadership and allow the total effort to be really "owned" by the various community segments who participate in it. They emphasized here that, while the education system will probably have to continue the position of "career education coordinator," the person occupying that position will have fewer and fewer opportunities for controlling or providing direction to the Council. Instead, the Council will provide its own direction and policymaking responsibilities under conditions that, ideally, call for the education system's "coordinator of career education" to be a non-voting member of the Council. This is exactly what has happened in several of the communities represented at this seminar.

Third, in order for a sustaining effort to take place, it will be necessary for the education system's "coordinator of career education" to devote a great deal of her/his energy, in the early stages, to providing professional leadership to efforts aimed at infusing career education concepts throughout the curriculum. However, to be true to the concept of infusion, the direction should move toward one where, increasingly, Department Heads for each area of the curriculum, along with building principals, take over responsibility for assuring the continuance of infusion efforts. As examples, efforts should be made to move from a practice of providing a separate "career education newsletter" for teachers to a practice that sees career education information and suggestions included as part of the regular teacher's newsletter. As a second example, movement should be seen from an initial practice of supplying teachers with career education materials toward a practice that sees the education system's "coordinator of career education" participating, along with other professional educators, in selecting textbooks that have career education concepts infused into them.

As responsibilities associated with infusion of career education concepts into classrooms are shifted from the "coordinator of career education" to curriculum specialists in the various subject matter areas, it is likely that the "career education coordinator" will spend more time interacting with other segments of the community involved in career education. This may start with activities limited largely to providing positive help and support to other types of "E" organizations who have a need or desire to interact with students in the education setting itself. As the effort continues, the primary emphasis here should shift to expanding on the quality of relationships with all community organizations and on efforts to involve still broader elements of the community in the total effort.

In the long run, participants saw three major kinds of functions for the "career education coordinator" employed by the education system. First, there will be a continuing need for that person to function in the inservice education of teachers, counselors, and other school personnel aimed at helping them better understand and implement the concept of infusion in career education. Even though curriculum specialists will have taken over the specifics, there will still be a need for the professional coordinator of career education to provide conceptual leadership along with the newest example of ideas and practices.

Second, on a sustaining basis, the education system's coordinator of career education must devote a continuing effort in the general domain of resource development. This includes both finding new resources for use within the education system for career education and discovering additional resources in those broader segments of the community represented by business/labor/industry/professions, by local government – including relationships with CETA prime sponsors, and with the home/family structure. It also includes efforts to interest an increasing number of "D" organizations in the career education concept and encouraging their interaction with the Council.

Finally, participants saw, as a sustaining role for the education system's "career education coordinator," one related to community leadership development. In this role, efforts would be made to identify both the "power people" and the "doers" in the community who could serve useful roles in career education. Identification of such persons, helping them learn and become excited about career education, and referral of them to the Community Career Education Council was seen by participants as a task that will have to be carried out on a continuing basis.

These three major functions were seen by participants as the process of "institutionalizing the concept of career education" – i.e., of making it an integral part of both the education system and of the broader community. Clearly, if these participants are right, one of the critical factors in making career education a sustaining community effort will be the presence of a "career education coordinator" employed by the education system who is willing and able to move in these directions.

The second "secret to success" in making career education a continuing effort was seen by these participants as consisting of concrete efforts to encourage all community participants in career education to impact on the total effort in some meaningful way. There is no way I can emphasize the importance of this point as forcefully as these participants did in their discussions. They seemed to be in complete agreement that participants must not only have something to do, but, in addition, some clear "feedback" that their contributions made a positive impact on providing career education skills to

persons in the community. This means that some systematic review and evaluation procedures must be built into the total effort. Participants saw this kind of effort as one of the major responsibilities of the Council.

Finally, if the effort is to be a sustaining one, these participants felt that it must have a basic action plan to follow with specific goals set with specific deadlines to follow. The establishment and utilization of both short run and long run goals was considered essential to establishment of an effort that will be carried on in a continuing fashion. Again, participants saw the establishment, refinement, and monitoring of such goals as a key functional responsibility of the Council – not of the school system's "career education coordinator."

How Can An Effective Public Relations Effort For Career Education Be Conducted?

Several participants in this seminar were members of community organizations with a long history of successful achievement in the field of public relations. They expressed great interest in helping to meet what they regarded as an obvious need for a systematic "P.R." campaign for career education. As they pointed out, while probably 9 out of 10 adults in society today will criticize the education system, most of them have never even heard of career education as a possible vehicle for use in improving the education system. Their suggestions can be summarized here in a simple listing.

1. Put career education posters on billboards, buses, and on other forms of public transportation.
2. Secure 30-60 second spot announcements on radio and TV, using public service time, with each containing a very simple message such as "career education is needed and does make a difference."
3. Arrange to engage in teacher inservice education in career education through getting on one of the "sunrise" TV programs that regularly schedule various kinds of inservice education for teachers.
4. Use students engaged in career awareness/career exploration activities to include members of the media when seeking persons to interview about the kinds of work they do. The students may well turn such people "on" more than will speeches given or materials written by career education professionals.
5. Get "career education" as a topic on major national TV programs such as "60 Minutes."

One participant pleaded with the group to cease thinking in terms of "public relations" and to start thinking in terms of "educative publicity." In making this point, she emphasized that career education is a concept that needs

to be understood, but not one that needs to be "sold." She felt that, once it is understood, it will "sell" itself.

All participants agreed that the various kinds of community organizations involved in career education could make valuable contributions through helping more members of the broader community better understanding the concept. They felt this would be especially effective if undertaken by the "D" organizations as opposed to the "E" organizations. That is, they were fearful that, if the "E" organizations did this, it might be interpreted as something directly benefiting their organization whereas, when a "D" organization publicizes career education, they obviously have no self-serving interest but are performing a community service. In making this point, emphasis was placed on the importance of having such messages written by the community organizations themselves – not by educators. They felt that educators have a tendency to make the career education "message" too long, too complicated, and too filled with "educationese." Those reading this monograph are almost sure to be in agreement with that assessment!

CONCLUDING REMARKS

It is hoped that both the conceptual statement appearing in the first part of this monograph and the summary of participant thoughts found in the second part will make some contribution to the evolving concept of collaboration in career education.

The organizational scheme found in the conceptual statement is one that makes sense to me. I think it particularly important to emphasize that only four basic *kinds* of community resources exist – as listed in the "C" portion of the career education definition. While each has many subparts, we have only these four generic kinds of basic resources available for use. To date, we have made greatest use of only two of them – i.e., the education system and the business/labor/industry/professional community. We have just barely begun to tap those of local government and of the home/family structure.

The distinction I have tried to draw between what I call "D" and "E" community organizations is, I think, important. For those to whom this distinction is not yet clear, let me emphasize that I think of the "D" organizations as ones whose members, while interested in youth and in education, are themselves primarily *adults dedicated to serving others in the community*. When I think of "E" organizations, I am including all of those whose membership consists primarily of *persons to be served by career education*. While, in the examples presented here, those persons are seen primarily as youth, it must be remembered that career education skills are needed by many adults in the community as well.

The thoughts of participants in the seminar reported in the second part of this monograph make a very interesting contrast to those found in the earlier OCE monograph entitled THE CONCEPT OF COLLABORATION IN CAREER EDUCATION. Some of the thoughts of these participants re-enforce those found in the earlier monograph and some are contradictory in nature. It must be remembered that participants in the seminars on which the first monograph were based consisted primarily of conceptual leaders in career education coupled with key persons from the business/labor/industry community. Only a minority of those participants were career education practitioners in educational or other kinds of community settings. This seminar, on the contrary, had, as members, persons from a variety of community organizations and educational systems now deeply involved in career education collaborative efforts. It is natural that some differences in perceptions should exist. It would be incorrect, in my opinion, to read these two monographs and conclude that the perceptions of one group are right and those of the other group wrong. Both, in my opinion, have made valuable contributions.

At this point in time, I have reached a general conclusion that career education is, indeed, a concept whose ownership must be shared with many segments of the community. At the same time, I remain firmly convinced that, unless educators take an initial leadership role in stimulating both professional educators and members of the broader community to engage in a collaborative career education effort, career education is a concept that will not last much longer. Educators will be charged with getting career education started but the broader community must, it seems to me, accept responsibility for sustaining this effort. It can work no other way.

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